



Welcome!

California QRIS Orientation Session

March 16, 2016
Yolo County Office of Education
1:00 – 5:00 p.m.

CA-QRIS Orientation Session

Quality Rating and Improvement System (QRIS) Evolution in California



CA-QRIS Orientation Session

Timeline for QRIS in California

2003

2008

2009

2012

2013

2014

2015

1. First 5 Power of Preschool Demonstration Program, 2003–11

- In July 2003, the First 5 California Commission approved \$100 million for five years to invest in voluntary, high-quality preschool.
- The goal of PoP was to increase the number of available spaces for children in high-quality early learning programs, as well as improve health and developmental assessments, curriculum, and nutrition in existing preschools.
- Participating early learning programs received a per-space reimbursement rate based on meeting established quality standards, such as teacher qualifications and ERS assessment benchmarks.
- PoP county programs expanded access to quality early learning to 9,600 preschoolers with high needs in 2008 to almost 26,000 birth to age 5 children with high needs in 2010-11.

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Timeline for QRIS in California



2. **California Early Learning Quality Improvement System (CAEL QIS) Advisory Committee, 2008-10**

- Established in 2008 through Senate Bill 1629 (Steinberg) and co-sponsored by then State Superintendent of Public Instruction Jack O'Connell.
- The Committee worked with early education stakeholders to redesign California's early learning and care system and to develop the policy and implementation plan for a Quality Rating and Improvement System (QRIS)
- Released in December 2010, their Final Report outlining recommendations and next steps in implementing California's QRIS, including the development of a Block Rating System (see next slides).

<http://www.cde.ca.gov/sp/cd/re/documents/fnlrpt2010.pdf>

CAEL QRIS Block System: Tiers and Elements

Quality Elements	Tier 1		Tier 2		Tier 3			Tier 4			Tier 5		
Ratios and Group Size	Ratio	Group Size	Ratio	Group Size	Ratio	Group Size		Ratio	Group Size		Ratio	Group Size	
Infant (Center)	4:1	12	4:1	12	3:1 4:1	or	12 8	3:1 4:1	or	12 8	3:1	9	
Toddler (Center): Ratio varies; depends on definition of toddler & whether toddlers are grouped with infants.	4:1	12	6:1	12	4:1	12		4:1	12		4:1	12	
	Toddler is defined as 12-24 months, and it is assumed that toddlers are included with infants.		Toddler is defined as 18-30 months and; a ratio of 6:1 is required.		Toddler is defined as 18-36 months.			Toddler is defined as 18-36 months.			Toddler is defined as 18-36 months.		
Preschool (Center)	12:1	24	12:1	24	8:1 10:1	or	24 20	8:1 10:1	or	24 20	8:1 10:1	or	24 20
Family Child Care Homes	The Advisory Committee approved using current Title 22 licensing criteria as Ratio and Group Size Criteria.												
Teaching and Learning													
a. Environment Rating Scale(s) – ECERS-R, ITERS-R, FCCERS-R	Facilitated self-assessment. Includes a one-on-one facilitated training after self-assessment completed. No requirement for score level.		Facilitated peer assessment. Includes a one-on-one facilitated training after peer-assessment completed. No requirement for score level.		Independent assessment. All subscales completed and averaged to meet overall score level of 4.0. Self- assessment with CLASS (pre-k) or PARS (infant/ toddler) to measure teacher/child interactions in alternate rating periods.			Independent assessment. All subscales completed and averaged to meet overall score level of 5.0. Plus CLASS (pre-k) or PARS (infant/toddler) to measure teacher/child interactions in alternate rating periods.			Independent assessment. All subscales completed and averaged to meet overall score level of 6.0. Plus CLASS (pre-k) or PARS (infant/ toddler) to measure teacher/ child interactions in alternate rating periods.		
b. Alignment with Early Learning Foundations and Frameworks	Awareness. Have a copy of and receive orientation on Foundations and Frameworks. Education Plan: Program has philosophy statement.		Exploring integrating the Foundations and Frameworks. Education Plan: A developmentally, culturally, linguistically appropriate (DCLA) curriculum.		Developing competency in integrating Foundations and Frameworks. Education Plan: Social, emotional, cognitive, and physical domains in lesson plans linked to DCLA child assessments. Professional development plan for Foundations and Frameworks.			Building competency in integrating Foundations and Frameworks. Education Plan: Social, emotional, cognitive, and physical domains in lesson plans linked to DCLA child assessments. Professional development plan for Foundations and Frameworks.			Fully integrating Foundations and Frameworks Education Plan: Include all domains of learning in an integrated fashion in lesson plans linked to DCLA child assessment. Professional development plan for Foundations and Frameworks.		

Quality Elements	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Family Involvement					
Family Involvement: Environment Rating Subscale ("Parents & Staff") (ECERS-R, ITERS-R, FCCERS-R)	Communicate with Parents a. ERS: Facilitated self-assessment. b. If subscale item is less than 3, an improvement plan is developed. c. Title 22 Center requirements. d. Comparable Title 22 FCCH requirements.	Educate Parents and Receive Information a. ERS: Facilitated peer-assessment. b. If subscale item is less than 3, an improvement plan is developed. c. Topics offered in support of subscale. Provisions for parents, indicators for family information and/or education may include topics such as how children learn at home and in early learning and care; developmental levels and brain development; physical activities and nutrition.	Involve Parents a. ERS independent assessment. b. ERS average score of 4; when subscale item is less than 4, a quality improvement plan will be developed. c. Provider has a written transition plan that is activated when a child moves into another child care setting or into kindergarten.	Engage Parents a. ERS independent assessment. b. ERS average score of 5; when subscale item is less than 5, a quality improvement plan will be developed.	Partner and Advocate with Parents a. ERS independent assessment b. ERS average score of 6; when subscale item is less than 6, a quality improvement plan will be developed.
Staff Education and Training					
Education	Center: 12 units of ECE FCCH: 15 hours of health and safety	Center: 24 units of ECE (core 8) FCCH: 12 units of ECE (core 8)	24 units of ECE (core 8) and 16 units of General Education (same as Title 5 and current Child Development Teacher permit).	Associate's degree in ECE OR 60 degree-applicable units, including 24 units of ECE OR associate's degree in any field plus 24 units of ECE (similar to a Master Teacher in Title 5 Programs or new (October 2011) Head Start requirements.	Bachelor's degree in ECE (or closely related field) with 48+ units of ECE OR master's degree in ECE.
Experience	Title 22 teacher with 6 months experience	One year of experience	Two years of experience	Two years of experience	Two years of experience
Professional Development	21 hours per year	21 hours per year	21 hours per year	21 hours per year	21 hours per year
Program Leadership					
Program Leadership	12 units core ECE (early childhood education, child development, family/consumer studies, or related field), 3 units administration, 4 years experience. Introduction to PAS or BAS.	24 units core ECE, 16 units General Education, 3 units administration, 1 year management or supervisory experience. Self-study with PAS or BAS.	Associate's degree with 24 units core ECE, 6 units administration, 2 units supervision 2 years management or supervisory experience. Continuous improvement through a PAS or BAS action plan.	Bachelor's degree with 24 units core ECE, 15 units management, 3 years management or supervisory experience. Continuous improvement, through a PAS or BAS action plan.	Master's degree with 30 units core ECE including specialized courses, 21 units management, or Administrative Credential. Continuous improvement through a PAS or BAS action plan.

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3. **California State Advisory Council on Early Childhood Education and Care (ELAC), 2009-11**

- Governor's Executive Order (S-23-09) in November 2009 established the ELAC in order to apply for Federal ARRA funds.
- In September 2010, ELAC was approved for federal funds to support improvements in early learning and care, including pilot projects using the CAEL QIS QRIS framework.
- In May 2011, the Governor and Department of Finance halted the work of ELAC and disassembled the Council.

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Timeline for QRIS in California



4. Race to the Top – Early Learning Challenge (RTT–ELC), 2011-16

- In December 2011, California received approval for their Federal RTT-ELC grant application, which rewarded states for creating comprehensive plans to transform early learning systems for children ages birth to five.
- As a grant requirement, California had to commit to adding at least two common tiers to its locally-based QRIS framework outlined in its application.
- Of the \$52.6 million original award, 74% of funding went to 17 Regional Leadership Consortia in 16 counties, each led by an established organization that was already operating or developing a QRIS.

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Timeline for QRIS in California

RTT–ELC Consortia Implementation

- In January 2012, the California Department of Education (CDE) hosted a “Kick-off” meeting with the Consortia to discuss the initial implementation of California’s RTT-ELC grant.
- The Consortia had to agree to the three core areas included the application’s QRIS Framework:
 - Child Development and Readiness for School
 - Teachers and Teaching
 - Program and Environment Quality
- Through a consensus process in February 2012, the Consortia agreed upon the following three common tiers:
 1. Title 22 Licensing standards
 2. CAEL QIS Tier 3
 3. CAEL QIS Tier 4

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Timeline for QRIS in California

Changes to California's RTT-ELC QRIS Framework

- In June 2012, the Consortia decided to move from a block rating system to a hybrid rating system (*Rating Matrix*), which included a block at Common Tier 1 and point accumulation for Common Tiers 3 and 4.
- In late 2012, the Consortia agreed upon the following:
 - A streamlined Rating Matrix whereby they pulled out the professional development pathways elements into a separate document (*Continuous Quality Improvement Pathways*)
 - Point ranges for each element within the 3 core areas
 - The creation of a QRIS Consortia Implementation Guide, which included rating and monitoring protocol, and guidance on ERS and CLASS assessments.

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Timeline for QRIS in California



Federal RTT–ELC Supplemental Funding

- In April 2013, California was awarded RTT-ELC Supplemental funding (\$24.6 million), which allowed the Consortia to include additional participating early learning sites to their local QRIS as well as mentor 14 additional counties in implementing a QRIS.
- Overall, California received \$75 million in Federal RTT-ELC funds and, to date, has over 3,278 participating early learning sites that serve over 124,734 children.

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Timeline for QRIS in California

California's RTT–ELC Grant Accomplishments

- Built and strengthened partnerships across the fields of early learning, child health, and family strengthening
- Developed capacity across the state for training, technical assistance, and assessing and improving the quality of early learning programs
- Provided families with clear quality standards they can use to make informed decisions
- Served as the foundation and catalyst for new state funding for QRIS: California State Preschool Program (CSPP) QRIS Block Grant, Infant/Toddler QRIS Block Grant, and First 5 IMPACT

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Timeline for QRIS in California



5. **California State Preschool Program (CSPP) QRIS Block Grant, 2014-ongoing**

- \$50 million annually in Prop 98 funds for local QRIS block grants to support CSPP sites participating in a QRIS
- CSPPs who receive a Block Grant must use their award funds to maintain high quality (e.g., keeping ratios low, paying for qualified staff, supporting strong teacher-child interactions, and maintaining a quality program)
- CSPPs also can use up to twenty percent of funding to conduct assessments of programs and providing or supporting access projects
- Currently, 45 counties are participating in the CSPP QRIS Block Grant

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6. Infant/Toddler (I/T) QRIS Block Grant, 2015-17

- \$24 million in state general funds for local QRIS block grants to support I/T sites participating in a QRIS
- One-time funds are available beginning FY 2015–16 and must be expended by the end of FY 2016-17
- Funding provides training, technical assistance, and resources to help I/T child care providers meet a higher tier of quality
- No more than 20% of funds may go directly to child care providers
- Each QRIS county to receive a minimum grant of \$25,000
- 31 counties are participating in the I/T QRIS Block Grant, with lead agencies represented by 22 county offices of education, 9 First 5 county commissions, and 1 local planning council.

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7. **First 5 IMPACT (Improve and Maximize Programs so All Children Thrive), 2015-20**

- \$190 million total funding over 5 years, which includes participation from all 58 counties
- Centered around continuous quality improvement (CQI), including a network of local QRIS
- Supports CQI across all early learning setting-types, including alternative and family, friend, and neighbor
- Builds on the RTT-ELC QRIS Framework and First 5 California's past and current program investments
- Aligns with and maximizes federal and state investments, leveraging local, state, and federal non-First 5 dollars
- Creates a shared focus on a common desired result: **thriving children and families**

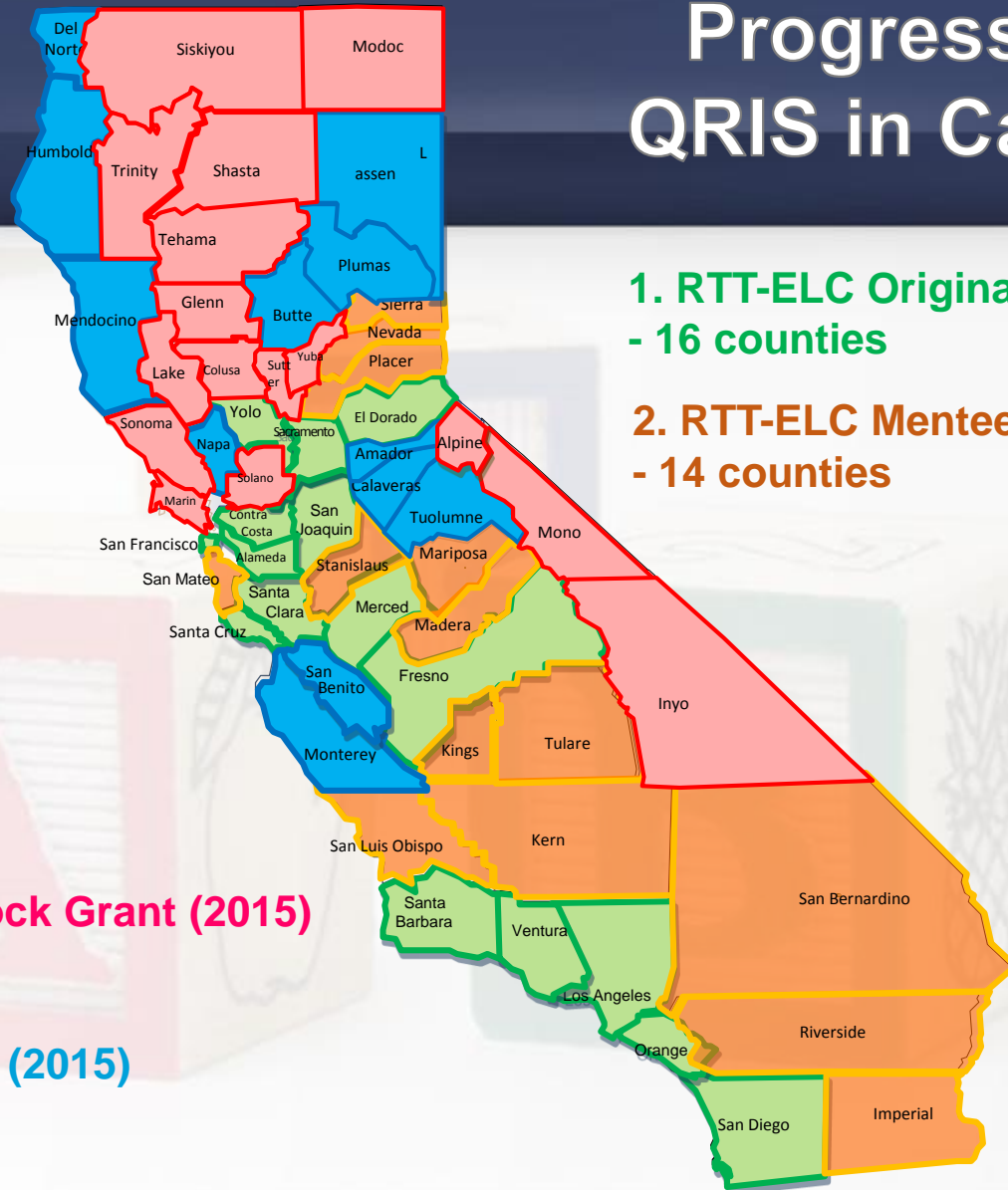
Progression of QRIS in California


1. RTT-ELC Original Consortia (2011)
- 16 counties

2. RTT-ELC Mentee Counties (2013)
- 14 counties

3. CSPP QRIS Block Grant (2015)
- 45 counties

4. First 5 IMPACT (2015)
- All 58 counties





California QRIS Orientation Session

- QRIS Rating Matrix and Implementation Guide
- Assessor Management System and Resources

CA-QRIS Web Resources

California Department of Education <http://www.cde.ca.gov/>

- **CSPP QRIS Block Grant** <http://www.cde.ca.gov/sp/cd/op/csppqrisblockgrant.asp>
 - CSPP Block Grant RFA
 - General CA-QRIS resources

First 5 California <http://www.ccfc.ca.gov/>

- **First 5 IMPACT** http://www.ccfc.ca.gov/programs/programs_impact.html
 - Statewide T&TA, including Assessor Management
 - Regional Coordination and T&TA Hubs
 - General QRIS resources

CA-QRIS Framework

- **Rating Matrix**
- **Continuous Quality Improvement Pathways (Pathways)**
- **Implementation Guide**

CA-QRIS Framework

Elements in the Rating Matrix (7)	Elements in the CQI Pathways (8)
CORE I: Child Development and School Readiness	
1. Child Observational Assessments 2. Developmental and Health Screenings	1. School Readiness 2. Social-Emotional Development 3. Health, Nutrition, and Physical Activity
CORE II: Teachers and Teaching	
3. Qualifications for Lead Teacher/FCC Home Owner Education and Professional Development 4. Classroom Assessment Scoring System® (CLASS®)	4. Effective Teacher-Child Interactions 5. Professional Development
CORE III: Program and Environment	
5. Ratios and Group Size (Centers only) 6. Environment Rating Scales (ERS) 7. Director Qualifications (Centers only)	6. Environment 7. Program Administration 8. Family Engagement

California's Rating Matrix

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC) QUALITY CONTINUUM FRAMEWORK –RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/observation tool aligned with CA <i>Foundations & Frameworks</i> ¹ twice a year	<input type="checkbox"/> DRDP (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE, if indicated, at entry, then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	<input type="checkbox"/> Center: 24 units of ECE/CD ² OR Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus with 24 units of ECE/CD (or Master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K ▪ Emotional Support - 5 ▪ Instructional Support - 3	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support - 5.5 ▪ Instructional Support - 3.5 ▪ Classroom Organization - 5.5

¹ Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

² For all ECE/CD units, the core 8 are desired but not required.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

California's Rating Matrix

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				<ul style="list-style-type: none"> Classroom Organization – 5 Toddler <ul style="list-style-type: none"> Emotional & Behavioral Support – 5 Engaged Support for Learning – 3.5 Infant <ul style="list-style-type: none"> Responsive Caregiving (RC) – 5.0 	Toddler <ul style="list-style-type: none"> Emotional & Behavioral Support – 5.5 Engaged Support for Learning – 4 Infant <ul style="list-style-type: none"> Responsive Caregiving (RC) – 5.5
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations <i>(excluded from point values in ratio and group size)</i>	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
7. Director Qualifications (Centers Only)	<input type="checkbox"/> 12 units ECE/CD + 3 units management/ administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/- with 3 units management/ administration OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/- with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/- with 8 units management/ administration OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/- with 8 units management/ administration, OR Administrative Credential AND <input type="checkbox"/> 21 hours PD annually
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2³	Common-Tier 3	Common-Tier 4	Local-Tier 5⁴
Centers 7 Elements for 35 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
FCCHs 5 Elements for 25 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above

³Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

⁴Local-Tier 5: Local decision if there are additional elements included

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Understanding How California's Rating Matrix is Organized

- California uses a hybrid approach to rating, with a building block approach at Tier 1 (and in some counties, Tier 2) and the points approach in all other tiers.
- A hybrid model ensures maximum flexibility and recognize diverse areas of quality.
- The Rating Matrix was developed over many months with Consortia members from the 16 counties participating in the Race to the Top-Early Learning Challenge (RTT-ELC).

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Understanding How California's Rating Matrix is Organized

- Tier 1 is a building block and is one of the common tiers statewide; all participating sites that are licensed and in good standing with Community Care Licensing qualify for Tier 1 (at a minimum).
- Tiers 3 and 4 AND all of the point values for individual quality elements are also common across counties.
- Tiers 2 and 5 allow for flexibility and additional requirements to achieve Tier 2 or Tier 5 are determined locally; for example, a consortium may convert Tier 2 to a block or may add requirements at Tier 5.

Calculating a rating using the Matrix

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC) QUALITY CONTINUUM FRAMEWORK –RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/observation tool aligned with CA <i>Foundations & Frameworks</i> ¹ twice a year	<input type="checkbox"/> DRDP (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
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CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	<input type="checkbox"/> Center: 24 units of ECE/CD ² OR Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K ▪ Emotional Support - 5 ▪ Instructional Support - 3	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support - 5.5 ▪ Instructional Support - 3.5 ▪ Classroom Organization - 5.5

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Calculating a rating using the Matrix

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CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size <small>(Centers Only beyond licensing regulations)</small>	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations <small>(excluded from point values in ratio and group size)</small>	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) <small>(Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)</small>	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
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TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2³	Common-Tier 3	Common-Tier 4	Local-Tier 5⁴
Centers 7 Elements for 35 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
FCCHs 5 Elements for 25 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above

CA-QRIS Framework

Understanding How California's Rating Matrix is Organized

California's QRIS is designed to improve the quality of early learning and development programs in the following three core areas:

1. Child Development and School Readiness
2. Teachers and Teaching
3. Program and Environment

CA-QRIS Framework

Rating Matrix Elements

Child Observational Assessment

- Use of a valid and reliable tool
- Using results to inform curriculum
- Using data

Developmental and Health Screening

- Using a valid and reliable tool
- Screening for general development AND Social-emotional
- Using results to make referrals, as needed

CA-QRIS Framework

Rating Matrix Elements

Early Childhood Educator Qualifications:

- Units and degrees or Child Development Permit
- Professional Development

Effective Teacher-Child Interactions: CLASS® Assessments

- Classroom Assessment Scoring System

CA-QRIS Framework

Rating Matrix Elements

Ratios and Group Size (centers only)

Program Environment Rating Scale(s)

- ECERS-R, ITTERS-R, FCCERS-R

Director Qualifications (centers only)

- Units and degrees or Child Development Permit
- Professional Development

Implementation Guide

- Ensures consistency and fidelity of implementation across counties.
- Identifies requirements as well as local decisions.
- Provides specific guidance for rating, assessing, and details on every element

Key Definitions: Site

Participating sites are licensed centers and family child care homes (exceptions noted below). Priority is given to participating programs serving children with high needs.

- Exceptions to licensed programs that may participate include:
 - Cal-SAFE child development programs
 - Tribal-approved child care programs
 - Military installation child care programs
 - Adult Education preschool programs legally exempt from licensing
 - Other programs operated by school districts, such as IDEA Part B or Part C funded programs

Key Definitions: In Good Standing

“In Good Standing” is a licensed early learning facility (child care center or family child care home) that currently does not have any of the following:

1. a non-compliance conference
2. an administrative action taken or in the process of being taken (includes denied application, denied exemption, temporary suspension order, expedited revocation action, revocation action, or exclusion action that is being initiated, in process, or already taken)
3. a probationary license

Frequency of Rating

- A site's rating will be valid for two years. Participating sites are monitored between ratings to assure they are continuing to meet criteria for their tiered rating.
- Events that **may** trigger reconsideration of the rating before the two years have passed include:
 - Significant turnover in staff
 - New director
 - Changes that warrant re-assessment of an individual classroom
 - Significant licensing violation
 - Changes to a site license, such as change of physical location, change in status, or other licensing changes
 - Other reasons determined by local consortia

Defining Classrooms for Assessment

For the purpose of the California QRIS, a “classroom” is defined as:

- One teaching team using the same physical classroom space and working with the same age group.
- A group of children under a single teaching team. A classroom may be full day or half day. The definition of “group=classroom” in half day morning and afternoon preschool is based on the consistency of the teaching team and consistency of the ages of children served.

Selecting Classrooms for Assessment

Consortia will assess one-third of each age group regardless of the total overall number of classrooms, including at least one classroom in each age group and maintain a minimum of one-third in sites serving a single age group.

Classrooms are randomly selected for assessment.

Example for sites with classrooms all serving the same age children
(e.g., all infant/toddlers or all preschoolers)

Number of classrooms at site	2	3	4	5	6	7	8	9	10
Percent of classrooms to assess	50%	33%	33%	33%	33%	33%	33%	33%	33%
Total number of classrooms to assess	1	1	2	2	2	3	3	3	4

Assessor Management System

- Ensures fidelity to the instruments used for external assessment in the CA-QRIS Rating Matrix
- Goals:
 - Build capacity to carry out ERS assessment and CLASS observations
 - Create regional efficiencies

Assessor Management System – ERS



Assessor Management System – ERS



**CA-QRIS ERS
Master
Anchors**



90%

**Hub
(Regional)
Anchor(s)**



85%

**# 1 – Certify
Consortia /Hub
Assessors
and IRR**

ERS Assessors



85%

- All ERS assessors who rate early learning sites in the CA-QRIS shall be external (independent) to the site being assessed.
- Only a consortia/Hub-designated Regional ERS Anchor, a F5CA Master Anchor (MA), or ERSI are authorized to certify assessors for the CA-QRIS.
- Following initial certification, assessors should complete IRR every six months, at minimum, and recertify annually.

What is ERS Inter-rater Reliability (IRR)?



IRR includes:

- One site visit (**one day**)
- Live double coding
- Every six months, or at least once between annual recertification.
- Must demonstrate reliability to continue to assess using the ERS tool.

Anchors and assessors have up to three opportunities to pass IRR. Local consortia determine next steps after a third failed attempt at reliability during IRR.

What is ERS Annual Recertification?



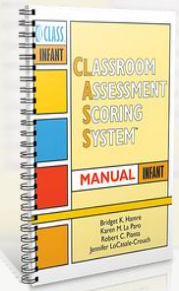
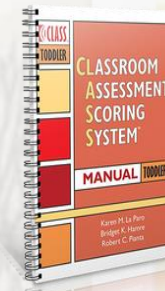
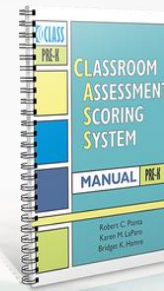
- Occurs every 12 months
- Participate in live double coding every six months led by an ERS Anchor
- Score is averaged over **three** consecutive ratings(classroom assessments)
- Group size:

Assessor Management – CLASS



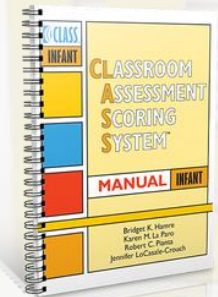
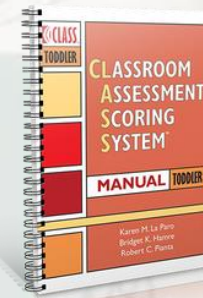
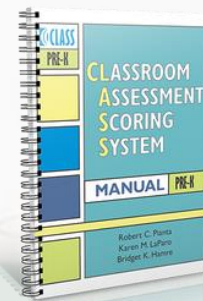
CLASS Observer Certification

- Two-day training
- Participant achieves 80% reliability in post-training test
- Eligible to conduct CLASS observations



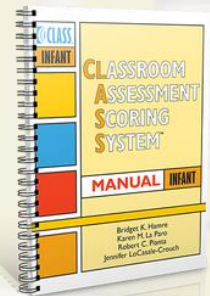
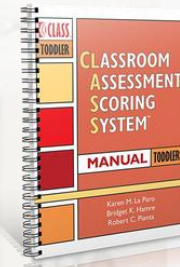
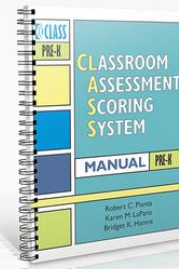
CLASS Trainer Certification

- Three-day training
- Eligible to conduct CLASS training for observers and others within “organization”



CLASS Drift Testing (Calibration)

- Every six months required (recommend quarterly)
- Conducted online or in-person



Assessor Management Resources

Training Calendars

Environment Rating Scales Anchor Certification Policy

Assessor Resources

- I. Using the Classroom Assessment Scoring System® (CLASS®) and Environment Rating Scales (ERS) Tools in California Quality Rating and Improvement System (CA QRIS).
- II. California Environment Rating Scales (ERS) Anchor and Trainer Resources
- III. General ERS Tools and Procedures
- IV. Classroom Assessment Scoring System® (CLASS®) Observer and Trainer Tools and Resources

Available at http://www.ccfrc.ca.gov/programs/impact/impact_training.html

Questions?





California QRIS Orientation Session

Professional Development
Using the Continuous
Quality Improvement
Pathways

Quality Continuum Framework Tools and Resources

- The California Infant/Toddler and Preschool Learning and Development Foundations and companion curriculum framework documents
- The Preschool English Learner (PEL) Guide
- Desired Results Developmental Profile (DRDP)
- Center on Social & Emotional Foundations for Early Learning (CSEFEL) pyramid model
- Ages and Stages Questionnaire (ASQ)
- Environment Rating Scales (ERS)
- DSS/CCL Title 22 health and safety licensing standards
- The USDA Child and Adult Care Food Program Guidelines
- Common Core 8 coursework for community colleges
- CDE Competencies
- Professional Growth Plans (required by the Commission on Teacher Credentialing (CTC)).
- Classroom Assessment Scoring System™ (CLASS™)
- Program Administration Scale (PAS) / Business Administration Scale (BAS)

CA-QRIS Pathways

History and Evolution

- Companion to the Rating Matrix
- Grouped in three core areas:
 - Child Development and School Readiness
 - Teachers and Teaching
 - Program and Environment
- Elements trimmed from the Matrix were moved into the Pathways

Quality Continuum Framework CA-QRIS

Rated Elements/Indicators (in the Hybrid Matrix)	Quality Improvement and Professional Development/Resources (in the Pathways)
CORE I: Child Development & School Readiness	
<ul style="list-style-type: none"> • Child Observational Assessments • Developmental & Health Screenings 	<ul style="list-style-type: none"> • Infant/Toddler and Preschool Learning Foundations and Curriculum Frameworks • California Collaborative for the Social-Emotional Foundations of Early Learning (CCSEFEL) • Health and Nutrition (USDA Child and Adult Food Program), physical education/activity, and tobacco cessation training
CORE II: Teachers and Teaching	
<ul style="list-style-type: none"> • Lead Teacher/FCCH Owner Education and Professional Development • Classroom Assessment Scoring System (CLASS) Assessments 	<ul style="list-style-type: none"> • Professional Growth Plan • CLASS or PITC Program Assessment Rating Scale (PARS)
CORE III: Program and Environment	
<ul style="list-style-type: none"> • Environment Rating Scales (ERS) • Ratios & group size (Centers only) • Director Qualifications and professional development (Centers only) 	<ul style="list-style-type: none"> • Program Administrative Scale (PAS) or Business Administrative Scale (BAS) • Family Engagement (Strengthening Families)

CA-QRIS Pathways

Hybrid Rating Matrix	Pathways
CORE I: SCHOOL READINESS	
<ol style="list-style-type: none"> 1. Child Observation 2. Developmental and Health Screenings 	<ul style="list-style-type: none"> • School Readiness • Social Emotional Development • Health Nutrition and Physical Activity
CORE II: TEACHERS & TEACHING	
<ol style="list-style-type: none"> 3. Lead Teacher/FCCH qualifications 4. Effective Teacher-Child Interactions (CLASS) 	<ul style="list-style-type: none"> • Effective Teacher-child interactions • Professional Development
CORE III: PROGRAM AND ENVIRONMENT	
<ol style="list-style-type: none"> 5. Ratio and Group Size 6. Program Environment Rating Scale(s) 7. Director Qualifications 	<ul style="list-style-type: none"> • Environment • Program Administration • Family Engagement

CA-QRIS Pathway Goals

CORE	Pathway		Definition
CORE I Child Development & School Readiness	1	School Readiness	Children receive individualized instruction and support for optimal learning and development (includes instruction and support for English Learners and children with identified disabilities and other special needs)
	2	Social-Emotional Development	Children receive support to develop healthy social and emotional concepts, skill, and strategies
	3	Health, Nutrition and Physical Activity	Children receive support for optimal physical development, including health, nutrition and physical activity
CORE III Teacher & Teaching	4	Effective Interactions	Teachers are prepared to practice effective interactions with children that promote optimal child development and learning.
	5	Professional Development	Teachers seek opportunities to increase knowledge and skills through ongoing professional growth and education.
CORE III Program & Administration	6	Environment	The early learning environment supports children’s learning and development.
	7	Program Administration	The program design and administration effectively supports children, teachers, and families and engages in continuous quality improvement
	8	Family Engagement	Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of their children

Family Engagement Pathway

The family engagement pathway consists of a continuum of family-centered, intentional supports framed by the Strengthening Families™ Protective Factors that guide program and early educator practices to carry out rated components of the California RTT-ELC TQRIS Hybrid Matrix.

Pathways Workgroup Recommendation (8-2013)

CORE CHILD DEVELOPMENT AND SCHOOL READINESS					
A. School Readiness		Exploring (Learns about)	Developing (Begins to Use/Apply/ Implement)	Building (Refines)	Integrating (Fully Integrates)
GOAL: Children receive individualized instruction and support for optimal learning and development (includes instruction and support for English Learners and children with identified disabilities and other special needs)	Descriptors	Learns about the purpose and components of the California Early Learning and Development System (CAELDS).	Develops a deeper understanding of how to use the components of the CAELDS to observe, document, and intentionally plan and implement child development and learning opportunities.	Builds competence and demonstrates skills to integrate CAELDS components through the development and implementation of child development and learning experiences (environment, interactions and routines) based on individual children's assessed needs.	Consistently integrates all CAELDS components through a reflective process, site-wide. Implements a universal design for integrated learning, ensuring all children receive individualized support for optimal development and learning in all areas of development (including meeting the needs of English language learners and children with identified disabilities and other special needs)
	Suggested Training Activities ¹ (Required Tool: DRDP)	Completes California Early Learning Foundations and Curriculum Frameworks (infant-toddler or preschool, as appropriate) on-line overview modules (est. 5 hrs. for IT; 10 hrs. for Preschool)	Completes training to support Early Learning Foundations and Curriculum Frameworks on Language and Literacy, Cognition and Mathematics, and Dual Language Learning from PITC or CPIN or other CDE-approved trainer	Receives onsite coaching and mentoring by PITC or CPIN or other authorized coach/mentor program that can support the Early Learning Foundation and Curriculum Frameworks.	At the individual level: completes PITC Train-the-Trainer Institute and actively carries out training and participates in graduate conference. At the site level: continuous training reflected in site-based plan for staff professional development, resource allocation, and in hiring practices and program policies.

¹ Trainings listed under suggested training activities do not reflect the range of available trainings. In addition to the required tool, each consortium can select training and technical assistance resources from the Pathways Implementation Guide or utilize local resources. The required tool is a recommendation for use of the tools in the RTT-ELC Quality Continuum Framework. To the extent possible, the suggested training activities are those that are funded through the RTT funding and are not an additional cost for Consortia.

CA-QRIS Pathways - Current

CORE TOOLS & RESOURCES¹

CORE I: CHILD DEVELOPMENT & SCHOOL READINESS	
School Readiness	
Goal (Pathway)	All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data.
Related Element(s)	CORE I.1 Child Observation and Assessment
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> CA Foundations and Frameworks: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp Preschool English Learner Guide: http://www.cde.ca.gov/sp/cd/re/documents/psenqlearnersed2.pdf Desired Results Developmental Profile Assessment (DRDP) Tools: http://desiredresults.us/index.htm National Data Quality Campaign's Framework: http://www.dataqualitycampaign.org/ Ages and Stages Questionnaire (ASQ): http://agesandstages.com/
Social-Emotional Development	
Goal (Pathway)	Children receive support to develop healthy social and emotional concepts, skills, and strategies.
Related Element(s)	CORE I.2 Developmental and Health Screenings
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3): http://www.cainclusion.org/teachingpyramid/trainingmodules.html CA Foundations and Frameworks - Social-Emotional Development: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp Ages and Stages Questionnaire – Social Emotional (ASQ-SE): http://agesandstages.com/asq-products/asqse/
Health, Nutrition, and Physical Activity	
Goal (Pathway)	<ul style="list-style-type: none"> Children receive support for optimal physical development, including health, nutrition, and physical activity.
Related Element(s)	<ul style="list-style-type: none"> CORE I.1 Child Observation and Assessment and Core 1.2 Developmental and Health Screenings
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> CA Preschool Foundations and Frameworks– Health and Physical Development: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp Infant/Toddler Program Guidelines: http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf CA Infant/Toddler Foundations and Frameworks-Perceptual/ Motor: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp USDA Child and Adult Care Food Program Guidelines: http://www.fns.usda.gov/cacfp/

www.cde.ca.gov/sp/cd/rt/documents/pathwaysmatrix.doc
or http://www.ccfc.ca.gov/programs/impact/impact_qris.html

California Early Childhood Online

Welcome to CECO

To support early childhood teachers, the California Early Learning and Development System provides an integrated set of resources based on state-of-the-art information for early learning and development and best practices in early education.

The courses provided on the California Early Childhood Online (CECO) Web site enable teachers to increase content knowledge and ability to provide developmentally appropriate experiences for children in their care. Meeting the developmental needs of young children and their families requires a comprehensive approach. CECO provides access to comprehensive resources and courses in one centralized location to meet the ever-changing needs of the early childhood field.

Email ID

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[Forgot Password?](#) [New User?](#)

Login



California's T&TA Projects

										AB-212
Project	Child Care Initiative Project Resources & Referral Provider	Family Child Care at Its Best	Program for Infant/Toddler Care (PITC) Institutes, PITC Regional Partners for Quality & Beginning Together	California Preschool Instructional Network (CPIN) and English Learner Support	Desired Results Training and Technical Assistance	California Early Childhood Mentor Program	California Collaborative for the Social-Emotional Foundations of Early Learning	California Inclusion and Behavior Consultation (CIBC) Network	Child Development Training Consortium	CDE Child Care Retention Program: AB-212
Purpose	Conduct outreach & recruit individuals to become licensed; Support retention skills & build capacity of FCC providers to serve infants & toddlers	Provide advanced training and improve the quality of care by family child care home providers	Conduct PITC Institutes, a comprehensive training program for trainers of infant/toddler (I/T) caregivers; Provide T&TA activities, at the local level, for care of I/Ts	Provide statewide professional development, technical assistance, to improve the quality of California preschool programs based of CA Preschool Foundations & Frameworks	Provide regional trainings on the Desired Results system, develop training materials and activities	Mentor ECE college students, provide support to new directors, and compensate experienced staff mentors	Support local implementation of the CSEFEL pyramid model with a cadre of CSEFEL trainers; Infuse CSEFEL principles across child care, special education, children's mental health, & child welfare	Provide consultation, on-site training, and technical assistance to programs serving children with disabilities and special needs, including challenging behaviors	Facilitate a system of Campus ECE Coordinators; Provide financial/T&TA for college-level courses leading to a CD Permit or Degree; Administer Training Portal; Provide stipends for CD Permits	Provide funds for child care staff retention activities to retain qualified staff who work directly with children in state-contracted centers Compliments First 5 CA's CARES Plus
Audience	Prospective FCC providers & existing FCCs	Family Child Care providers	Infant/Toddler teachers & administrators	Preschool teachers & administrators	FCC providers and center teachers & administrators, with priority for on-site technical assistance to sites in low API catchment areas					Title 5 Staff 59

Regional T&TA Hubs

10 Regional Hubs

Funding part of First 5
IMPACT for:

- Regional coordination
- Support CA-QRIS implementation



Statewide T&TA

State-wide T&TA Support for Regional Coordination and T&TA Hubs, and Local Consortia

Statewide T&TA: System Supports

Support Implementation of T&TA Hubs

Provide initial and ongoing support for Hub coordination and specialized functions to operate as a quality improvement system (QIS) or QRIS.

Statewide T&TA: System Supports

Build Capacity in Small Counties & Counties New to QRIS

Assist small counties and other counties without QRIS experience to implement their First 5 IMPACT High-Quality Action Plan.

Statewide T&TA: System Supports

Support Assessor Management

Support regional certification and capacity of regional Anchors and assessors on CA-QRIS Rating Matrix Tools to implement an assessor management system and ensure fidelity and best practices.

Statewide T&TA: System Supports

Map Available Training to CA-QRIS

Depict existing training along "pathways" that show how opportunities contribute to individual and site progress along a continuum of CA-QRIS quality/skill for different audiences (e.g., teacher, administrator).

Regional Coordination and T&TA Hubs

Increase consortia capacity and improve CA-QRIS system efficiency through:

1. Regional coordination and project management
2. Specialized support for CA-QRIS elements/



Statewide T&TA: Public Policy & Public Outreach Supports

Facilitate a CA-QRIS Conference

Assist F5CA in hosting an annual, convening that draws on national and county expertise and lessons learned to inform county practices, state policy, and national research.

Statewide T&TA: Public Policy & Public Outreach Supports

QRIS Messaging

Expand CA-QRIS messaging campaign to create common templates and messages about characteristics of quality early learning programs, the impact of quality on improved outcomes for children, and the role of families in early learning.

Statewide T&TA: Early Educator Workforce Supports

Improve Coach Competency

Increase capacity of local and regional coaches and ensure coaches possess a common set of competencies.

Statewide T&TA: Early Educator Workforce Supports

Support Best Practices in Supporting & Strengthening Families

Build on existing resources to develop tools and training opportunities aligned to the CA-QRIS for coaches, administrators, and early learning staff to improve effectiveness of family support and strengthening efforts.

Statewide T&TA: Early Educator Workforce Supports

Increase Availability of Qualified Trainers

Scale up existing trainer approval process to increase number of qualified local trainers approved to provide training linked to the CA-QRIS.

Statewide T&TA: Early Educator Workforce Supports

California-Specific Resources

Develop specific California resources and training materials that reflect the diversity of California classrooms and supports effective practices and movement along the CA-QRIS.

Quality Improvement Pathways

- Are not a rating or checklist



Pathways can:

- Guide quality improvement based on a site's CA-QRIS rating
- Help sites build sustainable quality improvement efforts

Questions?





California QRIS Orientation Session

Lessons Learned and the
Journey Discussion:
Partner and Provider
Engagement

Panel Discussion

- Malia Ramler, First 5 Alameda
- Catherine Goins, Placer COE
- Petra Puls, First 5 Ventura